A DESCRIPTIVE STUDY OF THE ACADEMIC PERFORMANCES AND ATTENDANCE RECORDS OF SIXTY-ONE STUDENT PARTICIPANTS IN THE IOWA DOMESTIC STUDENT EXCHANGE PROJECT DURING THE 1966-1967 SCHOOL YEAR

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by

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CHAPTER I

INTRODUCTION

In American society today there is a growing awareness of the need for special efforts and imaginative innovations in the education of the economically, culturally, and socially disadvantaged student. Nearly every community in the United States regardless of its population is engaged in determined and imaginative efforts to bring a principle of compensatory education into reality. This principle states, "that those who have been socially disadvantaged must benefit from the exceptional efforts of society to bring about final success in achieving the objective of [democratic] education."[1] Democracy relies upon the reality, not the mythology, of a democratic education.

I. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to describe the purpose, goals, and philosophy of the Iowa Domestic Student Exchange Project

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[1] J. Wayne Wrightson and others, "Evaluation of the Higher Horizons Program for Underprivileged Children," (Research Project No. 1124; New York: Board of Education, April, 1965), p. 2.

and (2) to demonstrate what, if any, changes have occurred in the following areas since the students' participation in the program: students' grade point averages, per cent of failing grades, and school attendance records.

Importance of the study. The significance of this problem was closely related to the basic purpose of the Domestic Exchange Program: To develop productive, self-fulling, and contributing members of society as opposed to hostile, economic, and socially dependent members.[1] The present generation has already witnessed rebellious action from hostile, economic, and socially dependent members of an affluent society. The results have been devastating . . . riots in the city, individuals and groups advocating violence, murders of civil rights workers, increasing numbers of people on government welfare rolls, along with a general feeling of discontent throughout the United States it has become evident the nation has entered an awesome period of history.

Ignoring this situation and becoming complacent would have been the easiest way out; however, the heritage of the United States was set up by discontent.

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[1]Iowa Domestic Student Exchange Project (Des Moines: Civil Rights Commission, 1968), p. 1. (Mimeographed.)

This civilization accomplished in two hundred years what many were not able to accomplish in thousands of years due to a pragmatic philosophy of trial and error. Forgetting or complacency was not the answer. Action was necessary if the prevailing situation was to be remedied.

Since the government of the United States is a government ". . . by the people and for the people . . ." it was up to "the people" to establish government-sponsored programs on a pilot or experimental basis. The project under investigation in this report was just one of many such pilot projects. If this challenge to the intelligence of the American people is to be met each project must be examined to determine its relative success or failure. If the American public is to continue to support programs for development of productive human resources, then it will be necessary to show some concrete evidence of success of already existing programs.

Limitations of the study. There were several important limitations to this study which should be kept clearly in mind. In the first place, no attempt has been made in this report to present an overall evaluation of the Iowa Domestic Student Exchange Project. Only one facet of the program was investigated.

Second, this study was limited to a three-semester research project involving sixty-one participants.

Third, the same problems were present in this study as in any other study pertaining to underachievers. Determining the "real" capacity of a student is most likely a value judgment based on a grading system which is a subjective device that cannot help but vary from teacher to teacher and school to school.

As a fourth limitation this research was concerned with changes in only a few areas to indicate academic motivation, realizing there was an infinitesimal number of areas left unexplored.

II. DEFINITION OF TERMS USED

Cultural deprivation. A term used in this study interchangeably with social deprivation and a companion term with economic deprivation to describe an individual's lack of experiences, values, and associations with American middle class society.

Culture. Culture may be defined as the way of life of a society, the habits, ideas, and practices of its members. In the following discussion two facts should be kept clearly in mind: (1) culture is a patterned response to a stimulus,[1] and (2) responses are

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[1]Douglas G. Haring, "Is 'Culture' Definable?" American Sociological Review, (February, 1949), 28-29.

not inherited biologically, but are learned from other people.[1]

Culture of poverty. A term first suggested in 1959 in Lewis' book, Five Families: Mexican Case Studies in the Culture of Poverty.[2] The culture of poverty term can best be defined as the way of life which develops among some of the poor as an adaptation and a reaction to their marginal position in a class-stratified, highly individualized, capitalistic society.

Economic deprivation. In this report economic deprivation refers to a family income which is not considered adequate to maintain a standard of living acceptable to an affluent society as determined by the Office of Economic Opportunity Guidelines. (See Appendix for financial guidelines used by the Iowa Domestic Exchange Program.)

Motivation. In this study the term motivation refers to the causes of human behavior; instilling within

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[1]Earl H. Bell, Social Foundations of Human Behavior (New York: Harper and Brothers Publishers, 1961), p. 55.

[2]Oscar Lewis, Five Families: Mexican Case Studies in the Culture of Poverty (New York: Holt, 1960).

a student a real, continuing desire to actualize his measured academic potential.

Normal intelligence. The degree of academic potential possessed by a student which corresponds to his respective age and grade norms has been defined for this study as normal intelligence.

Society. The term society refers to a group of people who interact with one another more than with outsiders.

Underachiever. In this study an underachiever has been defined as a child whose academic achievement, as evidenced by his school record, is below the level of expectancy for him in view of his age, grade, and academic potential.

III. PROCEDURE

There were five steps in gathering, analyzing, and compiling the data used in this report. The first step was library research pertaining to academic underachievement as it was related to the student of limited economic, cultural, and social experiences. This information was organized and reported in Chapter III.

The second step was the gathering of information regarding the Iowa Domestic Student Exchange Project.

Included in this step were personal interviews with the Project Director, the casework supervisor, and a coordinator for the Des Moines area. Also, a survey of unpublished materials (materials made available by the Project Director) was made.

The third step involved the gathering of information from the permanent files of the Exchange Program. Data from school records about each of the sixty-one participants were noted. This information included: final grades, attendance records, tardy records, per cent of failing grades, health records, teacher comments, and mental ability test records.

The fourth step was the basic plan for analysis, which involved comparing and contrasting the academic performances and attendance records of the participants. The procedure used to discover whether changes occurred in the academic records and attendance records was the following: academic grade point averages, the per cent of failing grades, the number of drop outs, and attendance records transcribed from permanent records of the students involved in the Project. Three semesters were reviewed in the above manner: the semester prior to the Exchange involvement, the semester (s) the student was participating in the Exchange Program, and the

semester following the Exchange experience. These data were then tabulated, compared, and contrasted.

The fifth step of this report was the summarizing of the findings, this writers conclusions as compared with the review of the literature, and recommendations.

CHAPTER II

A BRIEF DESCRIPTION OF THE IOWA DOMESTIC STUDENT EXCHANGE PROJECT

The Iowa Domestic Student Exchange Project was a pilot project in educational motivation, as well as an innovative attempt to improve intergroup understanding. Federally funded for $291,990 on a one year experimental basis by the Office of Economic Opportunity, this pilot project was begun in August, 1966.[1] The Exchange Program was under the sponsorship of the Iowa Civil Rights Commission, which came into existence with passage of the Iowa Civil Rights Act of 1965.[2] Using the remaining allocated funds after the first year's operation, the project was continued through July, 1968.

The basic objective of the project was to enable twelve to eighteen year old students of normal intelligence but of limited economic, cultural, and social experiences to maximize the use of their educational opportunities. Feeling that a temporary environmental

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[1] Iowa Civil Rights Commission, "Intergroup Relations in Iowa," (Des Moines: Iowa Civil Rights Commission, 1968), p. 22. (Mimeographed.)

[2] Ibid., p. i.

change might stimulate academic underachievers, the project's staff placed sixty-one students in host families on a school semester basis, with approximately eighty per cent of them completing the Exchange Program during the first year of its' operation.[1] It was hoped that through this temporary environmental change these students would not only improve their academic standing but also further develop their interests and specific abilities.

Another important aspect of the program was to increase the student's pride in his own experiences and to familiarize, whenever possible, urban and rural students with one another's contributions to society.[2] The semester exchange provided an opportunity for the participating students and host families to learn from each other while the natural families prepared for the return of their children at the end of the semester.

The overall purpose of the project was to help develop human resources so that the next generation could become productive self-fulfilling contributing members in society as opposed to hostile, economic, and socially dependent members. In order to achieve this

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[1] Iowa Civil Rights Commission, op. cit., p. 23.

[2] Ibid., p. 22.

main objective of motivating the underachieving student the Project developed the following philosophy:

1. A child "sees" his society as he sees his parents.
2. A child needs a family in which to operate.
3. A child learns the adult male-female role as he observes every day experiences.
4. A child "sees" himself as the family role sees him.
5. Achievement is proportionately related to self-esteem.
6. Underachievers are not "good healthy kids who are underachieving."[1]

The staff of the Iowa Domestic Student Exchange Project consisted of a director who was responsible for (1) guiding the program according to the goals and objectives previously stated, (2) an awareness of the necessity for a structured approach if a significant and workable program was to be achieved, (3) establishing and maintaining sound lines of communication between personnel, (4) acting as a liaison between related disciplines, agencies, and the general public, (5) publicity, (6) research, (7) staff competency, and (8) hiring and replacement of personnel. The director was responsible, in turn, to the Iowa Civil Rights Commission and the Regional Office of Economic Opportunity.

The financial analyst was responsible to the director for (1) payment of authorized expenditures,

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[1]Iowa Domestic Student Exchange Project, op. cit., p. 1.

(2) reasonably accurate financial projections, (3) periodic financial reports to the director, (4) adequate back-up of all financial accounts and, (5) the processing of expense accounts, stipends, and allowances.

A casework supervisor was also responsible to the director. Professional guidance of coordinators in the casework and continuing service areas was the responsibility of the casework supervisor. This included (1) in-service training, (2) supervision of acceptable operating procedures, (3) a working knowledge of coordinator caseload, (4) field work assistance, (5) contributions to program development, and (6) conduct of staff meetings.

Coordinators were responsible to the supervisor in the following areas: (1) implementation of the program according to its goals and objectives, (2) selection of students and host families according to the program criteria, (3) maintanence of adequate case records, (4) project interpretation at the local level, and (5) attendance at staff meetings.

Also responsible to the director was a secretarial staff. Their responsibility included: (1) anticipating the needs of the office and office personnel, (2) courtesy exhibited at all times especially in regard to staff, visitors, and telephone calls, and (3) maintaining a recognized and acceptable standard of work.

The Exchange Program gained stability and substance through professional child placing and continuing service assistance for the staff of coordinators through a purchase of service arrangement as well as by group and individual work with the families whose children were participating in the program. In addition, group and individual work was implemented with the students after they returned home from the Exchange. This assistance helped the students to re-enter their homes and communities on a more positive basis.

Of the sixty-one students in the Exchange during the program's first year of operation, fifteen placements were made the first semester of 1966 and forty-nine during the second semester 1967. Of these forty-nine placements three students participated in the first semester exchange program also. The Project operated mainly in the Des Moines, Fort Dodge, Harlan, Waterloo, Sioux City, and Cherokee areas. Approximately twenty counties and thirty-five school districts became involved with the Exchange Program during the first year of operation. (See Appendix D.)

The principal criterion used by the Project staff as a basis for selection of students for participation in the program was generally as follows: "A 12 to 18 year old student whose academic achievement as evidenced

by school record was below the level of expectancy."[1] Level of expectancy was determined by standardized test records, individual and/or group, previous school achievement, teacher and counselor evaluation, self-evaluation, community evaluation, and opportunity evaluation. Included in the various evaluations was the necessity to meet poverty guidelines (See Appendix A). Referrals were made from the community by school officials, social workers, Community Action Program representatives, and juvenile authorities. Evaluation and final selection of participants was made by the Project staff.

In regard to host families the Project staff was looking for stable middle class families that demonstrated a strong desire to extend themselves to others.[2] The staff attempted to determine this criterion through an internal evaluation involving a study of family harmony, the make-up of the individual family members, establishing if a real understanding of social responsibility was prevalent, and if there was evidence of commitment to assist another through participation in the Exchange. An external evaluation consisting of

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[1] Iowa Domestic Student Exchange Project (Des Moines: August 3, 1967), p. 1. (Mimeographed.)

[2] Ibid., p. 2.

community respect and financial responsibility was also attempted. As participation in the program was voluntary, the host family as well as the student and his parents or guardians had to indicate their receptivity to the Exchange program and also indicate their willingness to accept the responsibility of the Exchange under the overall supervision by the Project.

The Exchange project worked with other community agencies in order to be of maximum benefit to students and families who participated in the program. From the first year participants six students were enrolled in the Upward Bound College Program, plus a number of others who were in the Neighborhood Youth Corps and other Community Action Programs.[1] The Project staff also extended services to other students and their families who did not actually participate in the program.

Ten dollars per week were provided to the host families to help meet the expenses of the student in the home setting. Five dollars per week were given to the student to meet personal expenses such as grooming needs, school lunch ticket and social activities. Provision was made individually for those students who were in need of additional clothing, school supplies and fees.

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[1] Ibid.

The Exchange program attempted to provide temporary relief from what Harris described in an editorial:

> The main trouble with the slum school is the slum, not the school; it is a mirage to believe that formal education can rectify the flaws of family background, or that any piecemeal program can succeed in lifting slum children out of the total morass of their environment.[1]

The big question that remains is whether a temporary lift "out of the morass of their environment" will be significant enough to reveal any behavioral changes in the academic underachiever.

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[1]Sydney J. Harris, "Slum School's Trouble is the Slum," The Des Moines Register, April 5, 1968, p. 12.

CHAPTER III

REVIEW OF THE LITERATURE

This chapter does not attempt to provide a comprehensive survey of the research on the motivation of the underachiever in the sense that every study bearing on this problem is reviewed. For a more general discussion of the total problem the reader should consider the material found in: (1) Kornrich's compiled edition of recent research pertaining to underachievement, (2) numerous text books, and (3) current periodicals.[1]

The project under investigation was concerned with motivating the academic underachiever of limited cultural, economic, and social experiences. The review of the literature was concerned with academic motivation as it related to cultural, economic, and social deprivation.

The point of view taken here regarding the nature of academic motivation in terms of experience deprivation is that it was not necessary to discuss whether deprivation along these lines does or does not influence academic motivation, but to discuss the relative importance

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[1]References to the above items are listed in the Bibliography.

of cultural, economic, and social status and of various other factors in affecting the academic achievement of students in the American schools today.

Studies of underachievement have led almost invariably to the conclusion that personality and attitude factors have been a central factor in failure to use ability.[1] Personality and attitudinal factors have not been learned from books; just as mores, social drives, and values are not book oriented learnings. If a child has had only association with the slum, then he has learned only slum culture.[2] Slum culture or the culture of poverty can be best understood as a way of life which is passed down from generation to generation along family lines.[3] "People with a culture of poverty are aware of middle class values, talk about them and even claim some of them as their own, but on a whole they do not live by them."[4] "By the time slum children

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[1]Maurice Freeburg, Gifted Children (New York: MacMillan Company, 1961), p. 389-391.

[2]Allison Davis, Social Class Influence Upon Learning (Cambridge: Harvard University Press, 1952), p. 10.

[3]Oscar Lewis, La Vida (New York: Random House, Inc., 1965), p. xliii.

[4]Ibid., p. xlvi.

are six or seven they have usually absorbed the basic values and attitudes of their sub-culture and are not psychologically geared to take full advantage of changing conditions or increased opportunities which may occur in their lifetime."[1]

It seems obvious that the social environment of the individual at least supports and gives direction to his academic growth. Since the child's behavior is often times considered quite acceptable within the cultural group but looked upon as unacceptable when thrown into a middle class school situation, a child's social class has in some situations had an effect on his level of achievement.[2]

> The characteristic middle class attitude toward education is taught by middle class parents to their children. School is important for future success. One must do one's best in school. Report cards are studied by parents carefully, and the parents give rewards for good grades, warnings and penalties for poor grades. Lower class parents, on the other hand seldom push the children hard in school and do not show by example or by percept that they believe education is highly important. In fact, they usually show the opposite attitude. With the exception of a minority who urgently desire mobility for their children, lower class parents tend to place little value on high achievement in school or on school attendance beyond the minimum age."[3]

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[1] Ibid., p. xlv. [2] Davis, op. cit., p. 10.

[3] Kenneth Eells and others, Intelligence and Cultural Differences (Chicago: University of Chicago Press, 1951), p. 21.

Sociologically speaking, the role of a school in society has had relatively low status except among a small middle class group of participants.[1] It was not until the American way of life, evolving around the ideal of the "self-made man," was shaken by the launching of the Sputnik I, that the "well educated man" was accepted as a dominant role in society. Even now society has not firmly accepted the role of the "well educated man" above the "self-made man."[2] "Underlying all of the student's behavior, driving him to achieve, underachieve, or in some cases, overachieve, lies his system of values formed by home, church, school and cultural mileau."[3] An individual will achieve what he values and pass up what he attaches little value to.

Emperical studies have shown that achievement motivation is generated by at least two kinds of special practices: "(1) achievement learning in which the parents by imposing standards of excellence upon tasks, by setting high goals for their children, and by indicating their high evaluation of his competence to do

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[1]Milton Kornrich (ed.), Underachievers (Springfield, Illinois: C. C. Thomas, 1965), p. 285.

[2]Ibid.

[3]Malcom S. MacLean, "What and Why of Underachievement," High School Journal, (December, 1958), 70.

a task well, communicate to him they except high achievement; (2) independence training in which the parents indicate to the child that they expect him to be self-reliant and at the same time, grant him relative autonomy in decision making situations.[1] These two special practices are obviously middle class generated. Often times a completely different set of parental values evolving from culturally deprived surroundings incase a child of the slums.

Parents' values almost always influence those of their children.

> People around the individual form the climate and the soil in which the self grows. If the soil is fertile and the climate is wholesome, there is vigorous healthy growth. If the climate is unwholesome and unkind, growth is stunned or blocked, and perceptual malnutrition occurs.[2]

The McClelland study suggested that the parents of underachievers do not demand a high level of performance from their children.[3] Another study found that mothers of high achievers were more authoritarian and restrictive in the treatment of their children than the

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[1]Kornrich, op. cit., p. 58.

[2]Gerald J. Pine and Angelo V. Boy, "The Counselor and the Unmotivated Client," Personnel and Guidance Journal, (December, 1965), p. 369.

[3]Kornrich, op. cit., p. 495.

mothers of low achievers.[1] Unfortunately, but true, parents of economically deprived children often spend many hours away from home at jobs or job related activities leaving little time or energy for imposing authoritarian and restrictive treatment. Most likely parents in deprived areas lack academic aspiration resulting in a direct effect on the child.[2] This lack of academic aspiration is often part of the sub-culture of poverty. Lower class parents have tended to take less interest in school progress and homework.[3] This hypothesis was discussed to some extent in a study by Rosen in which the conclusion expanded the original hypothesis to include not only lower class parents but many "racial and ethnic groups were found not to be alike in their orientation to achievement."[4]

The parent-child relationship is a precarious one. The life spans of child and parent are in two different worlds.[5] Oftentimes the only way a child can

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[1] Ibid., p. 71. [2] Davis, op. cit., p. 25.

[3] Leta Snively, "A Study of Underachievement in Grades 3-6," (unpublished Master's Thesis, Drake University, Des Moines, 1964), p. 20.

[4] Kornrich, op. cit., p. 255.

[5] Ibid., p. 285.

gain acceptance is through producing acceptable cultural traits. If parents are failure-oriented toward academic success a positive contact can be established between parent and child through the child's academic failure.[1] "In the early years, the learning of basic skills becomes the object of the child's choice for failure. As a result, the basic fundamentals of academic success are not learned. Later, when these skills are needed as a basis for new learning the choice for failure is unavoidable."[2]

The basic need of an individual for approval, especially by the parents, makes the child susceptible to approval given the unscholarly.[3] Everyone has some basic emotional needs which must be met if they are to remain mentally healthy and capable of learning.[4] Daily experiences and relationships that help an individual to build a feeling of self-respect and acquire a realization of being valued by others are basic

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[1] Ibid.

[2] Ibid., p. 286.

[3] Kornrich, op. cit., p. 286.

[4] William G. Hollister, M.D., and Caroline A. Chandler, M.D., "When Feeling Storms Becloud the Learning Process," National Education Association, (November, 1962), 19.

emotional needs of every member of society regardless of their cultural, economic, or social status. If these basic emotional needs are not met little free energy is available to invest in learning.[1] Unfortunately not all children get a reasonable supply of emotional satisfaction at home before they come to school. Many are starved emotionally and deprived of the love, significance, safety, and sense of belonging they need.[2] "A child's underachievement is the symptom but rarely the problem. It is an outward manifestation that a deeper problem exists."[3]

Closely related to school underachievement is any difficulty a student may be experiencing at home. Any difficulty in a student's home life is almost sure to offset his life in school.[4] Kirk's study revealed that an underachiever often satisfies an unconscious hostility motive which is usually directed toward a family member who demands success.[5] At times home experiences can be so traumatic that an individual is unable to

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[1] Ibid. [2] Hollister, op. cit., p. 19.

[3] Kornrich, op. cit., p. 589.

[4] Ibid., p. 79. [5] Ibid., p. 551.

concentrate or allow the learning process to take place.[1] Outside activities, both home and social have deterred children from accomplishing academic achievement.[2] These so called outside activities could evolve around care of siblings while parents work, working themselves, or simply spending leisure time in the local "pool hall."

Numerous studies revealed chronic absenteeism as a positive factor in underachievement.[3] A contributing factor to student absenteeism has often been attributed to parental apathy.[4] A culture of poverty nurtures apathy in all facets of living. Low aspiration, and short range hedonism, pathos, and emptiness quickly evolves into cultural traits of negativism and apathy among the culturally deprived. The slum child quickly discovers that a low aspiration level helps to reduce frustration.[5] This attitude is conducive to chronic

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[1] Ibid., p. 612-613.

[2] Robert F. DeHann and Robert J. Havinghurst, Educating the Gifted Child (Chicago: University of Chicago Press, 1957), p. 138.

[3] T. J. Whalen, "Working with the Underachieving Students," National Association of Secondary School Principals, (March, 1963), 146.

[4] DeHann, op. cit., p. 138.

[5] Lewis, La Vida, op. cit., p. lii.

absenteeism on the part of the individual adapting to the middle class school situation.

Negativism and apathy are not dominant American cultural traits.

> When the poor become class-conscious or active members of trade unions organizations, or when they adopt an internationalist outlook on the world, they are no longer part of the culture of poverty, although they may still be desperately poor. Any movement, be it religious, pacifist or revolutionary, which organizes and gives hope to the poor and effectively promotes solidarity and a sense of identification with larger groups, destroys the psychological and social core of the culture of poverty.[1]

A more prevalent American cultural trait is the basic belief that achievement is an important need for mankind. The Renaissance kindled this basic belief and the American culture has continued to emphasize it.[2]

The American culture also views man as a creature with positive potentialities.[3] As Carl Jung said: "The supreme goal of man is to fulfill himself as a creative, unique individual according to his own innate potentialities and within the limits of reality."[4] The term "limits of reality" is the key to the motivating factor. Reality to the culturally deprived is considerably

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[1] Ibid., p. xlviii.

[2] Fredrick Herzberg, "Motivation, Morale, and Money," Psychology Today, (March, 1968), 45.

[3] Ibid. [4] Ibid.

different than reality to the average middle class societal member. If an individual's realm of reality can be broadened then perhaps his limits can also be expanded.

The traditional concept of underachievement based on a comparison of achievement with an intelligence quotient score or with a score on a scholastic aptitude test no longer makes sense whenever the "limits of reality" are considered. It has become necessary to take into account the relationship between the capacities and needs of an individual and the ability of the environment to provide outlets for these capacities and needs.[1] Numerous programs have been initiated for the purpose of expanding an individual's experiences. The Great Cities Program for School Improvement undertook as its second major area of study the education of the culturally deprived. The United States Office of Education has recently exerted its leadership at the national level for the establishment of an institute specifically designed to train teachers of disadvantaged youth. President Johnson's proposal for large amounts of federal aid to improve the education of children in

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[1]E. D. Torrance, "Who Is the Underachiever?," National Education Association, (November, 1962), 16.

poverty areas has brought the national effort to a new high. One specific pioneer program was established in the state of New York. The Higher Horizons Program was designed to bring quality education to the socially disadvantaged children of New York City. It was based on the concept that these culturally different children required a special program designed to compensate for limitations in a variety of pupil experiences stemming from low income, frequent moving, poor housing, bad health conditions, broken or incomplete families, racial problems and other social disadvantages. It was based on the conviction that these children had the capacity to learn if properly motivated.[1]

This writer purports to adhere to the stated conviction regarding the individuals capacity to learn; however, proper motivation has become such a many-faceted feature it is becoming difficult to implement. Basic motivational hypotheses that are described and adhered to by nearly every teacher training institution in the United States include the two listed below:

1. The motivation of school work is dependent upon the appreciation of the pupils, that is, upon the extent of the awareness of values on the part of the pupils.

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[1]Wrightson, op. cit., p. 1-4.

> 2. To secure interest in a high school subject the teacher must know the values which various parts of the subject have for people in the world outside school.[1]

Being aware of these motivational guidelines is one thing implementing them is another.

> Too often the person is treated in such a way as to suggest he must discard his original culture patterns altogether and start anew with the Anglo, middle class system. This is an impossibility and leaves the individual 'floating on a sea of confusion.'[2]

Before academic motivation of the culturally deprived student can take place both the student and the person attempting to instigate behavioral change must recognize there are useful aspects in each cultural pattern. A blending of the new experiences with the original cultural pattern will hopefully generate academic motivation.[3]

It is apparent from the survey of research as well as from theory and practical application that to motivate any child, especially the underachiever, the school must become aware of the various sub-cultures

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[1] Ralph K. Watkins, Techniques of Secondary School Teaching (New York: Ronald Press Company, 1958), p. 203.

[2] Ronald A. Peterson, "Rehabilitation of the Culturally Different: A Model of the Individual in Cultural Change," Personnel and Guidance Journal, (June, 1967), 1005.

[3] Ibid., p. 1004-1005.

that are present within the system; however, this alone does not guarantee academic motivation. As long as society is dualistic in its' basic value systems regarding education it will continue to produce underachieving individuals. "Motivation cannot be bought."[1] A motivated person will achieve things of his own accord that far surpass what he could be made to do by materialistic offers.[2] The strongest kind of motivation is self-motivation; however, by experiencing a view of life through a new environmental experience self-motivation may be generated at a high level.

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[1] Herzberg, op. cit., p. 67.

[2] Ibid.

CHAPTER IV

PRESENTATION OF DATA

The results of the research to determine what changes took place in the students participating in the Iowa Domestic Student Exchange Project are reported in this chapter. A comparison was made on a three semester basis of each participant's grade point average (GPA), per cent of failing grades, and attendance and tardy record. The three-semester comparison consisted of the semester before the student participated in the Exchange (pre-semester), the Exchange semester, and the semester following the Exchange experience (post-semester). Tables II through VII include only those students who completed one semester of the Exchange Program and had grades available for the pre-, Exchange-, and post-semesters. This group included six girls and two boys the first semester (Group A), and twenty-two girls and seven boys the second semester of the Project's operation (Group B). Later in this chapter consideration will be given to the participants who dropped out of the program.

Also given consideration in this study were comparisons between the total GPA of white participants and racial minority groups; the total GPA and attendance

records of students not completing the Exchange Program; total GPA and attendance records of students who experienced cross-cultural placement; and total GPA of participants who received eye-glasses during their Exchange semester. For a detailed analysis of each of the sixty-one participants see Appendix E.

As can be seen from the general information presented in Table I, the number of students participating in the Exchange Project during the 1966-67 school year amounted to sixty-one. During the first semester (Group A) fifteen students participated; ten students, or 67 per cent, completed the semester Exchange. The second semester program (Group B) consisted of forty-nine students, three of whom had participated in the first semester. Of the forty-nine students, forty, or 82 per cent, completed the exchange experience; eleven continued to the next semester of the Exchange (Group C), which was the fall semester of the 1967-68 school year. Of the first semester participants 33 per cent were boys and 67 per cent were girls; whereas, the second semester of operation involved 45 per cent boys and 55 per cent girls. The median age of the participants was fourteen years and the average grade-placement was eighth grade.

Racial breakdown by semester included placement of seven Caucasians and eight Negroes in Group A, and

TABLE I

IOWA DOMESTIC STUDENT EXCHANGE PROJECT:
PARTICIPATING STUDENT INFORMATION - 1966-1967 SCHOOL YEAR

	No. of Students	No. Completing Semester Exchange	No. of Dropouts	Percent Completing the Exchange
1st Semester	15	10	5	67%
*2nd Semester	49	40	9	82%

Percentage in Total Program

	Percent of Boys	Percent of Girls	Average Age of Participant	Average Grade of Participant
1st Semester	33%	67%	14	8.6
2nd Semester	45%	55%		

	RACIAL BREAKDOWN				Cross-Cultural Placements
	Caucasian	Negro	Indian	Spanish-American	
1st Semester	7	8	0	0	1
2nd Semester	29	17	2	1	10

	Students From Urban Area	Students From Rural Area	Percent Rural-Urban Exchange
1st Semester	36	25	36%
2nd Semester			

*Three holdover students from the first semester are also included in the second semester count.

twenty-nine Caucasians, seventeen Negroes, two Indians, and one Spanish-American student placed in Group B. In this study cross-cultural placement of one participant in Group A and nine in Group B consisted of non-white students spending an Exchange semester in a Caucasian host home.

Students involved in the Project came from urban and rural areas. Communities over 5,000 were considered urban; those under 5,000, rural. A total of 36 per cent of the participants experienced rural-urban exchanges. Thirty-six of the students were from urban areas, and twenty-nine were from rural areas.

Grade comparison. Grade comparisons were made to see what changes took place in grade point averages during the Exchange experience and the semester following the Exchange as compared to the GPA of students before their participation.

There were three types of grading systems used by the schools attended by the program participants. The systems were (1) letter grades, (2) percentage grades, and (3) number grades. For the purpose of standardization the last two grading systems were converted to a letter grade equivalent. In order to facilitate convenience in averaging the GPA, letter grades were assigned a numerical value as follows: A=4, B=3, C=2, D=1, F=0.

Grade point averages are presented by semester, female, male, and a composite of female and male student's averages per semester. The GPA was computed twice using (1) total grades received by a student, and (2) academic grades excluding art, music, physical education, and driver education grades.

In Tables II, III, and IV are reported data concerning the changes that took place in the GPA of the students completing one semester of the Exchange Program.

TABLE II

GRADE POINT AVERAGES OF FEMALE PARTICIPANTS COMPLETING THE EXCHANGE

	GROUP A (6)	
	Academic GPA	Total GPA
Pre semester	2.05	2.10
Exchange semester	2.26	2.51
Post semester	2.21	2.23
	GROUP B (22)	
	Academic GPA	Total GPA
Pre semester	1.70	1.79
Exchange semester	1.82	1.86
Post semester	1.77	1.88

TABLE III

GRADE POINT AVERAGES OF MALE PARTICIPANTS COMPLETING THE EXCHANGE

	GROUP A (2)	
	Academic GPA	Total GPA
Pre semester	1.40	1.45
Exchange semester	1.50	1.70
Post semester	1.65	1.90
	GROUP B (7)	
	Academic GPA	Total GPA
Pre semester	1.11	1.33
Exchange semester	1.11	1.48
Post semester	1.31	1.25

TABLE IV

GRADE POINT AVERAGES OF ALL STUDENTS COMPLETING THE EXCHANGE

	GROUP A (8)	
	Academic GPA	Total GPA
Pre semester	1.89	1.94
Exchange semester	2.07	2.36
Post semester	2.07	2.15
	GROUP B (29)	
	Academic GPA	Total GPA
Pre semester	1.66	1.68
Exchange semester	1.65	1.77
Post semester	1.65	1.76

The analysis of the GPA showed the total GPA was higher than the GPA for academic subjects only. The female participants (Table II) achieved an overall GPA increase of .41 during the first semester of the program's operation. An increase of .07 was shown for the second semester's operation, as compared to the pre-semester GPA. The male participants in Group A showed a gain of .25 and .15 respectively (Table III). The composite GPA of all participants over the two semesters of the Exchange revealed a gain of .42 for Group A and .09 for Group B as compared to the pre-semester GPA (Table IV). Generally speaking, after the students returned to their home schools, the post-semester's GPA dropped as compared to the Exchange semester; however, there was an increase in the post-semester when comparing this GPA to the pre-semester grade average. The female participants in Group A showed an increase of .13; whereas, Group B showed an increase of .09 (Table II). The male participants' increase was .45 and .08 in Group A and B respectively (Table III).

Health factors. The effect of health in regard to motivation of academic underachievers should be noted. There were thirteen participants who received eye-glasses during the course of their exchange semester. Contrary to expectation there was a drop of .10 between their

pre-semester GPA and that of the Exchange semester. However, the GPA of the post-semester returned to the pre-semester level. There was an isolated case where the GPA showed a gain of 1.9 after the corrective eyeglasses were made available. One serious health problem resulting from a case of rheumatic fever was remedied and considerable gain in the GPA was noted during both semesters the student was in the Exchange. (See Appendix E.)

Per cent of failing grades. The purpose of including the number of failing grades in this study was to determine if the Exchange Project brought about any change in the percentage of scholastic failure among the participants. Table V represents the per cent of failing grades of the participants completing one semester of the Exchange Project.

TABLE V

PER CENT OF FAILING GRADES OF PARTICIPANTS BASED ON THE TOTAL GRADES EARNED

	GROUP A		
	Females (6)	Males (2)	All (F & M)(8)
Pre semester	3%	0	2%
Exchange semester	2%	0	1%
Post semester	0	0	0
	GROUP B		
	Females (22)	Males (7)	All (F & M)(29)
Pre semester	2%	21%	7%
Exchange semester	4%	14%	6%
Post semester	5%	23%	10%

The analysis of the per cent of failing grades revealed Group A had a decrease in the number of failing grades during their Exchange semester as compared to the pre-semester. However, Group B experienced an increase in failing grades during their Exchange semester. The female participants in Group A showed a one per cent drop in failing grades the Exchange semester in comparison to their pre-semester average. Females in Group B

experienced an increase of two per cent in the failing grades reported for the Exchange semester. Male participants in Group A reported no failing grades during the three semesters under investigation. Males in Group B showed a seven per cent decrease in failing grades as compared to the pre-semester. Group A received no failing grades for the post-semester for either female or male participants. Group B showed an increase in the per cent of failure; female participants indicating a one per cent increase and males a nine per cent increase as compared to the Exchange semester.

School attendance records. School attendance records were compared to determine if absenteeism was more evident during the pre-exchange semester in contrast to the Exchange- and post-semesters. It should be noted this information was generally not complete on all transcripts. Sufficient data were not available for valid generalizations. Table VI presents the findings concerning the attendance records of the Exchange participants.

TABLE VI

ATTENDANCE RECORDS OF PARTICIPATING STUDENTS

	GROUP A		
	Females (6) Days ab.	Males (2) Days ab.	Total (8) Days ab.
Pre-semester	6.4	7.7	6.8
Exchange-semester	4.3	4.5	4.4
Post-semester	2.7	8.7	4.2
	GROUP B		
	Females (22) Days ab.	Males (7) Days ab.	Total (29) Days ab.
Pre-semester	1.5	1.1	1.4
Exchange-semester	2.6	1.7	2.4
Post-semester	4.2	4.6	5.7

Analysis of the attendance records showed less absenteeism in Group A during the Exchange experience; whereas, Group B showed an increase in absenteeism during their Exchange semester. When comparing the Exchange semester with the pre-semester, Group A showed a decrease of 2.1 days absent for female participants and 3.2 for males students. Group A post-semester continued to show a decrease for female students of an additional 1.6 days; however, the male participants

had an increase of 4.2 days as compared to the Exchange record and 1.1 days above the pre-semester record. Group B indicated an increase in absenteeism for the female students during the Exchange semester of 1.1 days. The male participants showed an increase of .6 days. The post-semester revealed a continuing gain in absenteeism by the female students amounting to 2.4 days in comparison with the Exchange semester and .17 days gain in comparison with the pre-semester record. The male students also increased their absenteeism by 2.9 days compared to the pre-semester record.

Tardy records. The purpose of comparing the tardy records was to determine if the Exchange experience resulted in less tardiness as compared to the pre-semester and the post-semester records. Table VII presents the findings of the tardy records of participating students. Tardy refers to the number of times students reported to school late.

The analysis of the tardy records established that the male participants in Groups A and B experienced fewer tardies during the Exchange semester than during the pre- or post-semesters. However, the tardiness of female participants in Group B increased slightly.

TABLE VII

TARDY RECORDS OF PARTICIPATING STUDENTS

	GROUP A		
	Females (6)	Males (2)	Total (8)
Pre semester	3.00	3.00	3.00
Exchange semester	2.50	.50	2.00
Post semester	1.50	3.00	2.00
	GROUP B		
	Females (22)	Males (6)	Total (28)
Pre semester	.23	.60	.31
Exchange semester	.55	.30	.49
Post semester	1.20	.50	1.00

Group A showed the female students decreasing tardiness by .5 the Exchange semester and 1.5 the post-semester as compared to the pre-semester records. Male participants in Group A decreased in "times tardy" during the Exchange semester by 2.5. However, the post-semester revealed an increase of 2.5 when compared to the pre-semester tardy record. Group B female students showed an increase in "times tardy" during the Exchange semester by .32 and .97 the post-semester as compared with the pre-semester record. Male students decreased

their tardy record by .3 the Exchange semester and .1 the post-semester.

Racial GPA comparisons. The purpose of making grade comparisons between two racial groups, white and minority, was to see what changes took place in the GPA of both groups. In Table VIII can be found the data concerning the GPA of the white students and racial minority groups.

TABLE VIII

TOTAL GRADE POINT AVERAGE COMPARISON BETWEEN WHITE AND MINORITY STUDENTS

	GROUP A	
	White (4)	Minority (6)
Pre semester	2.10	1.90
Exchange semester	2.10	2.40
Post semester	2.00	2.60
	GROUP B	
	White (25)	Minority (15)
Pre semester	1.75	1.53
Exchange semester	1.86	1.74
Post semester	1.71	1.75

The analysis of the GPA of white participants as compared to the minority races revealed the latter had

a greater GPA increase during the Exchange semester and the post-semester. Group A white participants' GPA remained the same during the pre- and Exchange semesters. A decrease of .1 grade point was shown the post-semester. The minority group revealed a .5 GPA increase the Exchange semester and .7 the post-semester as compared to the pre-semester records. Group B white participants showed a GPA increase of .9 GPA the Exchange semester as compared to a GPA increase of .21 the Exchange semester for the minority racial groups. The post-semester revealed a .4 decrease in GPA for white students. In contrast the minority group continued to increase their GPA by an additional .1 unit.

Drop outs. The purpose of including in this study the GPA (Table IX) and attendance records (Table X) of those students not completing one semester in the Exchange Program was to note changes that took place in the above-mentioned areas and to make a comparison of the students completing the program and the students who returned home before the end of the program. Table IX presents the GPA of students not completing the program.

TABLE IX

TOTAL GRADE POINT AVERAGES OF STUDENTS NOT COMPLETING THE EXCHANGE PROGRAM

	GROUP A		
	Females (3)	Males (2)	Total (5)
Pre semester	2.20	1.90	2.10
*Drop-out semester	2.20	2.40	2.30
	GROUP B		
	Females (4)	Males (4)	Total (8)
Pre semester	1.40	1.60	1.50
*Drop-out semester	1.70	1.20	1.40

*Refers to return to home school.

The analysis of the GPA of the students not completing the program compared to the students completing the Exchange semester revealed the students that dropped out of the program did not improve their GPA at the same rate as those students completing the program. The GPA for female students in Group A remained the same during the pre-semester and the drop-out semester in which the student returned to his home school. Group A male students showed a GPA increase of .5 the post-semester. Group B revealed the female students' GPA increasing by .3 unit and the male GPA decreasing by .4 unit.

The attendance records of those students not completing the project is presented in Table X.

TABLE X

ATTENDANCE RECORDS OF STUDENTS NOT COMPLETING THE EXCHANGE PROGRAM

	GROUP A		
	Females (3)	Males (2)	Total (5)
Pre semester	8.30	2.70	6.00
*Drop-out semester	5.00	.50	3.30
	GROUP B		
	Females (4)	Males (4)	Total (8)
Pre semester	10.90	16.0	13.70
*Drop-out semester	.00	.00	.00

*Refers to return to home school.

The analysis of the attendance records showed the female students in Group A decreased the number of days absent during the semester they dropped the Exchange Project by 3.3 days. The male participants showed a decrease of 2.2 days absent. Group B also showed a decrease in absenteeism. Absences for female participants decreased by 10.9 days, whereas male absences decreased 16 days. Again it should be noted the data were not

sufficient for valid generalizations. Comparing these data with the students completing the project (Table VI) it can be seen that the students not completing the project showed a greater decrease in absenteeism.

Cross-cultural placement. The purpose of including in this report the GPA (Table XI) and attendance records (Table XII) of those students who experienced their Exchange semester in homes of families of a different racial origin than their own was to note any change that took place in these areas and compare this change with that of the students not involved in cross-cultural placement (Tables XIII and XIV). Table XI presents the GPA of students that were involved in cross-cultural placement.

TABLE XI

TOTAL GRADE POINT AVERAGES OF STUDENTS IN CROSS-CULTURAL PLACEMENT

	GROUP A		
	Females (1)	Males (0)	Total (1)
Pre semester	2.00	--	2.00
Exchange semester	2.30	--	2.30
Post semester	2.30	--	2.30
	GROUP B		
	Females (6)	Males (4)	Total (10)
Pre semester	1.70	1.20	1.56
Exchange semester	1.70	1.90	1.77
Post semester	1.80	1.60	1.75

The analysis of the GPA of the students experiencing cross-cultural placement as compared to the students living in homes of the same racial origin revealed that female students in cross-cultural placement increased their GPA the Exchange semester at nearly the same rate as did the other female students. Male cross-cultural participants increased their GPA at a slightly higher rate than their male counterparts. Post-semester data resulted in the cross-cultural participants experiencing a greater increase in the GPA than the non-cross-cultural students. In Group A the female participant increased her GPA by .3 the Exchange semester and retained the higher GPA the post semester. There were no male cross-cultural placements in this group. Group B showed female participants retaining the same GPA the Exchange semester and pre-semester with an increase of .1 the post-semester. Male students increased their GPA the Exchange semester by .7 and then experienced a decrease in GPA of .3 the post semester as compared to their Exchange semester.

Table XII presents the data concerning the attendance records of cross-cultural placement participants.

TABLE XII

ATTENDANCE RECORDS OF STUDENTS EXPERIENCING CROSS-CULTURAL PLACEMENT

	GROUP A		
	Females (1) Days ab.	Males (0) Days ab.	Total (1) Days ab.
Pre semester	17.50	--	17.50
Exchange semester	0.0	--	0.0
Post semester	2.00	--	2.00
	GROUP B		
	Females (6) Days ab.	Males (4) Days ab.	Total (10) Days ab.
Pre semester	2.40	0.0	1.70
Exchange semester	1.90	2.30	2.00
Post semester	8.30	7.00	7.90

The analysis of the attendance records of students experiencing cross-cultural placement revealed a decrease in absenteeism during their Exchange semester. Yet these same students showed a marked increase in days absent the post-semester as compared to the non-cross-cultural participants. Female students in Group A decreased the number of days absent by 17.5. The post-semester revealed an increase of 2.0 days over the Exchange semester records. Group B females decreased the days absent by .5 the

Exchange semester and then showed an increase of 6.4 days absent the post-semester as compared to the Exchange semester. On the other hand the male participants showed a steady increase in absenteeism. During the Exchange semester an increase of 2.3 days absent was recorded. The post-semester revealed an increase of 4.7 days absent over the Exchange semester.

Table XIII presents the total GPA of participants not experiencing cross-cultural placement. Table XIV presents the attendance records of the same students. These tables were presented for comparison purposes.

TABLE XIII

TOTAL GRADE POINT AVERAGES OF STUDENTS NOT EXPERIENCING CROSS-CULTURAL PLACEMENT

	GROUP A		
	Females (5)	Males (2)	Total (7)
Pre semester	2.10	1.65	1.90
Exchange semester	2.50	1.40	2.00
Post semester	2.20	1.85	2.01
	GROUP B		
	Females (16)	Males (3)	Total (19)
Pre semester	1.82	1.85	1.84
Exchange semester	1.93	1.60	1.81
Post semester	1.95	1.50	1.78

TABLE XIV

ATTENDANCE RECORDS OF STUDENTS NOT EXPERIENCING CROSS-CULTURAL PLACEMENT

	GROUP A		
	Females (5) Days ab.	Males (2) Days ab.	Total (7) Days ab.
Pre semester	4.2	8.1	6.1
Exchange semester	5.3	2.1	3.6
Post semester	2.8	7.3	5.0
	GROUP B		
	Females (16) Days ab.	Males (3) Days ab.	Total (19) Days ab.
Pre semester	1.3	1.7	1.5
Exchange semester	2.9	1.8	2.4
Post semester	3.9	4.0	3.9

Two semester participants. The purpose of including in this report data pertaining to the participants that experienced two semesters in the Exchange Project was to note any change in the GPA of the two semester participants (Group C) their second semester in the Exchange. Analysis of the data showed the thirteen participants who continued their Exchange experience for two semesters increased their GPA by .05 the second

semester of the Exchange as compared to the first semester exchange GPA. However, it should be noted the GPA for the first semester of the Exchange showed a drop of .22 of a grade point as compared to the pre-semester. Therefore, the two-semester students did not return to their pre-semester GPA level either semester in the Exchange Project.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purposes of this study were (1) to describe the purpose, goals, and philosophy of the Iowa Domestic Student Exchange Project; and (2) to demonstrate what, if any, changes occurred in the following areas during the student's participation in the program: grade point averages, per cent of failing grades, and school attendance records.

The basic plan for analysis involved comparing and contrasting the academic performances and attendance records of the program participants. The procedure used to discover whether changes occurred in the academic records and attendance records was the following: academic grade point averages, the per cent of failing grades, the number of drop outs, and attendance records were recorded from the permanent records of students involved in the Project. Three semesters were reviewed in the above manner: the semester prior to the Exchange involvement (pre-semester), the semester(s) the student was participating in the Exchange program (Exchange semester(s), and the semester following the Exchange

ATTENDANCE RECORDS

STUDENT IDENT.	ABSENTEEISM PRE	A	B	C	POST	TARDIES PRE	A	B	C	POST
101 A	17½	0			2	6	0			0
102 ABCd	0	0	0		0	0	0	0		0
103 Ad	20	1			1½	0	1			0
104 Ad	5	13			15	1	0			3
105 Ad	0				0	0	0			0
106 Ad	5½	1			4	1	0			0
107 A	2	6½			3	1	9			1
108 A	14½	8			8	3	3			4
109 ABd	6	5			5	4	0			0
110 AB	7½	1½	1½		17	1	0	0		0
111 A	9½	4			12½	2	1			6
112 Ad	0	1			1	0	0			1
113 A	1	0			1	0	0			3
114 A	3½	0			2	8	2			1
115 A	0	11½			0	0	1			0
116 BC	3		4	7½	---	9		3	2	---
117 B	6		0		GRAD	0		0		GRAD
118 B	4½		6		6	2		1		0
119 B	0		0		0	0		0		0
120 B	0		0		14½	0		0		0
121 Bd	22½				22½	0				0
122 BC	4½		3	3½	---	0		0	3	---
123 B	1		---		1½	1		0		1
124 BC	0		0	0	0	0		0	0	---
125 B	0		1	0	0	0		0		0
126 Bd	0				0	0				0
127 BC	0		8	½	0	0		0	0	---
128 BC	0		0	0	---	0		0	0	---
129 B	0		0		DROP	0		0		DROP
130 B	0		2½		4	0		0		0

KEY:

A=First semester of Project (group A)
B=Second semester of Project (group B)
C=Third semester of Project (group C)
d=dropped Project
h=Health problem
I=Indian
nc=Not complete
---Still in program; no information available.

semester (post-semester). These data were then tabulated, compared, and contrasted.

The procedures used to describe the purpose, goals, and philosophy of the Iowa Domestic Student Exchange Project were the following: (1) personal interviews with the Project Director, the casework supervisor, and a coordinator for the Des Moines area; and (2) a survey of unpublished materials pertaining to the pilot project.

The findings of the research are summarized as follows:

1. The total grade point averages of participants completing the program were higher than the academic grade point averages alone.
   a. The academic GPA of 53.3 per cent of the participants who had completed or were still in the program increased, 35.0 per cent decreased, and 11.7 per cent showed no change in the GPA.
   b. The total GPA of 50.0 per cent of the participants who had completed the program or were still in the program increased, 35.0 per cent decreased, and 15.0 per cent remained the same.

c. Fifty-two and seven-tenths per cent of the female participants increased their academic GPA, 30.5 per cent decreased their GPA, and 16.8 per cent showed no change in GPA.

d. Sixty-one per cent of the female participants showed an increase in the total GPA, 30.5 per cent showed a decrease, and 8.5 per cent showed no change in GPA.

e. Fifty-four per cent of the male participants showed an increase in their academic GPA, 41.7 per cent a decrease, and 4.3 per cent revealed no change.

f. Thirty-three and three-tenths per cent of the male participants showed an increase in their total GPA, 41.7 a decrease, and 25.0 per cent showed no change.

2. Students receiving eye-glasses during their Exchange semester experienced a slight drop in their total GPA for that period.

3. The per cent of failing grades of those students completing the program decreased during the Exchange semester. Group A received no failing grades the post-semester. In contrast, the per cent of failure for Group B increased by four per cent during the post-semester.

4. Absenteeism of participating students decreased during Groups A's Program; however, Group B experienced an increase in absenteeism during the Exchange and post-semesters.
5. Tardiness decreased during Group A's Exchange semester and slightly increased during Group B's Exchange semester. The post-semesters revealed Group A retained the lower tardy record. Group B tardiness continued to increase.
6. The GPA of white participants as compared to the minority groups revealed a greater GPA increase for the minority group during the Exchange and post-semesters.
7. A greater percentage (63.0 per cent) of the minority participants increased their total GPA than did the white group (39.5 per cent).
   a. Twenty-seven and three-tenths per cent of the male white participants increased their total GPA, 54.5 per cent decreased their GPA, and 18.2 per cent did not change.
   b. Thirty-eight and four-tenths per cent of the male minority participants increased their total GPA, 30.8 per cent decreased their GPA, and 30.8 recorded no change.

c. Forty-five and five-tenths per cent of the female white participants increased their total GPA, 45.5 per cent decreased their GPA, and 9.0 per cent showed no change.

d. Eighty-six per cent of the female minority participants increased their GPA, 7.0 per cent showed a decrease, and 7.0 per cent did not change.

e. Females (white and minority) increased their GPA at a greater rate than did their male counterparts.

8. Students not completing the program did not improve their GPA as much as those students completing the Exchange semester.

9. No significant change was noted between the students experiencing cross-cultural placement and those not experiencing cross-cultural placement in regard to the GPA.

10. Students experiencing cross-cultural placement decreased their absenteeism the Exchange semester and showed a marked increase during the post-semester.

11. Students remaining in the Exchange Project more than one semester experienced a drop in the GPA the first semester as compared to the pre-semester

and a slight increase in GPA the second Exchange semester as compared to the first Exchange semester.

II. CONCLUSIONS

Academic motivation of the nature described in this report was realized by the majority of the participants of the Iowa Domestic Student Exchange Project in the following areas: grade point averages, per cent of failing grades, and school attendance records. This study indicated the majority of the students classified by the Exchange Project staff as academic underachievers of limited cultural, economic, and social experiences did experience varying degrees of academic motivation when placed in a short-term environmental change. More female students showed positive academic achievement than did male students, especially female students of racial minority groups.

A temporary lift out of their old way of life and a view of life through a new environmental experience appears to have been a key factor in the positive behavioral changes experienced by the academic underachiever in this study. However, it is essential not to generalize too widely the results found in a particular set of circumstances under particular conditions. This study does not

purport to prove academic motivation can be achieved through a temporary environmental change but it does indicate an environmental change of this nature may be a factor in the motivation of academic underachievers. It will be necessary for those educators interested in motivation of academic underachievers to judge the general trend of sometimes conflicting findings and make their own evaluations.

III. RECOMMENDATIONS

This study indicated academic motivation was realized. As Fine stated in a newspaper editorial, "The use of model programs that concentrate on fewer children is a far more effective way to demonstrate successful techniques for education of the disadvantaged than to throw money around aimlessly."[1] Therefore, a continuation of a program similar to the Exchange Project concentrating on a few participants is recommended.

Using only three semesters as a basis for determination of the results of such a broad program could be misleading if these were not typical semesters. Therefore,

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[1]Benjamine Fine, "Failure of School Projects in Ghettos," The Des Moines Tribune, April 15, 1968, p. 16.

to determine whether the results of this study are valid, a further study of this nature over a longer period is recommended.

In order to help determine if academic motivation was a temporary or permanent result of the Project's influence on the lives of the participants a follow-up study of the same nature as the original study is recommended.

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APPENDIX

APPENDIX A

OFFICE OF ECONOMIC OPPORTUNITY

FINANCIAL GUIDELINES

The following income levels must be met by at least 90% of the O.E.O. financed Exchange Program students:

NON-FARM FAMILIES

Number of persons in family	dollars
1	$1,500
2	2,000
3	2,500
4	3,000
5	3,500
6	4,000
7	4,500
8	5,000
9	5,500
10	6,000

Above 10 add $500 for each additional member

FARM FAMILIES

Number of persons in family	dollars
1	$1,050
2	1,400
3	1,750
4	2,100
5	2,450
6	2,800
7	3,150
8	3,500
9	3,850
10	4,200

Above 10 add $350 for each additional member

Up to 10% of the O.E.O. financed Exchange Program students may come from families with the following income:

NON-FARM FAMILIES

Number of persons in family	dollars
1	$2,000
2	3,000
3	3,500
4	4,000
5	4,500
6	5,000
7	5,500
8	6,000
9	6,500
10	7,000

Above 10 add $500 for each additional member

FARM FAMILIES

Number of persons in family	dollars
1	$1,500
2	1,900
3	2,300
4	2,600
5	3,000
6	3,400
7	3,800
8	4,200
9	4,600
10	5,000

Above 10 add $400 for each additional member

The O.E.O. income requirement was satisfied if the prospective student lived in federally supported public housing.

Students were eligible for selection by the Exchange Program whose family income was higher than those in Table 1 and 2 but there was serious mismanagement of family income and little if any of such income was accrued to the benefit of the student. In such cases, the applicant or delegate academic institution was required to obtain written testimony from a reliable third party that serious mismanagement of a family's income did exist and worked a significant hardship on the prospective Exchange Program student.

Students from families on welfare were deemed to have met O.E.O. income criteria.

APPENDIX B

IOWA DOMESTIC STUDENT EXCHANGE PROJECT 1966-1967

PARTICIPATING FAMILY OCCUPATION

HOST HOMES

	First Sem.	*Second Sem.	Total Two Sems.	% of Individ. Category
Host Homes	15	48	63	100
Occupation:				
Teachers	4	12	16	25.4
Farmers	1	12	13	20.6
Service	1	9	10	15.9
Laborer	3	7	10	15.9
Self-employed	5	4	9	14.3
Ministers	0	4	4	6.3
Other	1	0	1	1.6

NATURAL HOMES

Natural Homes	13	44	57	100
Occupation or Condition:				
ADC or other Welfare Prog.	11	20	31	54.3
Laborer	2	20	22	38.7
Farmers	0	2	2	3.5
Others	0	2	2	3.5

*Three holdover students from the first semester are also included in the second semester count.

APPENDIX C

IOWA DOMESTIC STUDENT EXCHANGE PROJECT 1966-1967

COUNTY PARTICIPATION

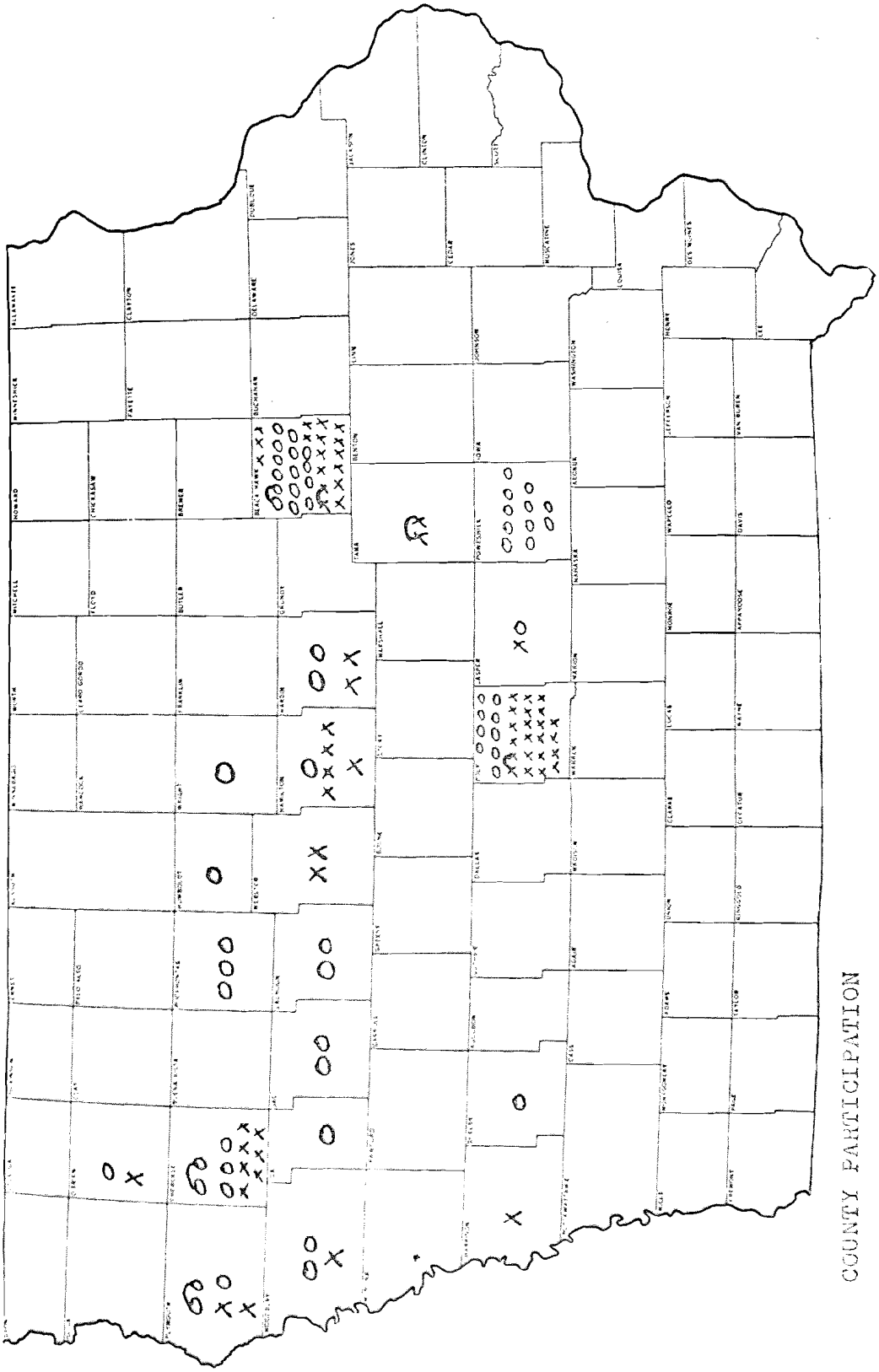
County	Students In		Students Out	
Blackhawk	15	(1)	16	(1)
Poweshiek	11		0	
Polk	10		21	(1)
Cherokee	4	(1)	7	
Pocahontas	3		0	
Calhoun	2		0	
Hardin	2		2	
Plymouth	2	(1)	2	
Sac	2		0	
Woodbury	2		1	
Harrison	0		1	
Humboldt	1		0	
Ida	1		0	
Jasper	1		1	
O'Brien	1		0	
Shelby	1		0	
Wright	1		0	
Tama	0		1	(1)
Webster	0		2	
Total	60		60	

*3 students who participated in both semesters were counted only one time.

**1 student participated in the same county and was not counted in the totals.

APPENDIX D

IOWA DOMESTIC STUDENT EXCHANGE PROJECT 1966-1967
COUNTY PARTICIPATION MAP



COUNTY PARTICIPATION

O students coming into the county

X students leaving a county

C students participating in both semesters

APPENDIX E

IOWA DOMESTIC STUDENT EXCHANGE PROJECT 1966-1967

INDIVIDUAL STUDENT DATA

STUDENT IDENT.	SEX-RACE M	F	W	MN.	ACADEMIC G.P.A. PRE	A	B	C	POST	TOTAL G.P.A. PRE	A	B	C	POST
101 A		X		X	1.8	1.8			2.5	2.0	2.3			2.3
102 ABCd	X		X		2.2	1.2	1.2		1.6	2.2	1.2	1.2		2.0
103 Ad		X		X	2.0				1.3	2.0				2.0
104 Ad		X		X	1.7				2.5	1.8				2.5
105 Ad	X		X		1.2				1.3	1.5				1.5
106 Ad	X			X	2.5				2.7	2.3				3.2
107 A		X	X		2.3	2.5			2.0	2.4	2.6			2.0
108 A		X	X		1.4	1.0			2.0	1.8	1.7			2.0
109 ABd	X			X	1.5	1.0			1.6	1.6	1.4			2.0
110 AB	X		X		1.7	0.7	0.7		2.0	1.5	1.0	1.0		1.6
111 A	X			X	1.3	2.0			1.7	1.3	2.0			1.8
112 Ad		X	X		2.5				2.5	2.9				2.2
113 A		X		X	2.0	2.7			2.2	2.0	2.8			2.2
114 A		X		X	2.7	3.3			3.0	2.8	3.4			3.0
115 A		X		X	2.0	2.3			1.6	1.6	2.3			1.9
116 BC	X			X	2.5		1.2	2.0	---	2.4		1.4	2.2	---
117 B		X		X	3.0		2.0		GRAD	3.0		2.0		GRAD
118 B		X		X	1.3		1.5		1.4	1.4		1.8		1.8
119 B		X	X		2.0		2.0		2.7	2.2		2.0		2.8
120 B		X	X		2.9		3.2		1.2	2.6		3.2		1.3
121 Bd	X		X		1.2				1.2	1.6				1.6
122 BC	X			X	1.7		2.5	2.0	---	1.8		2.4	2.4	---
123 B	X		X		0.9		0.3		0.0	0.9		1.0		0.0
124 BC	X		X		1.7		1.6	1.5	---	2.0		1.9	1.8	---
125 BC	X			X	2.5		1.5	2.2	---	2.6		2.0	2.1	---
126 Bd		X	X		0.8				2.5	1.1				1.1
127 BC		X	X		1.0		1.3	0.7	---	1.3		1.1	0.7	---
128 BC		X	X		2.2		1.8	1.6	---	2.2		1.8	1.8	---
129 B		X	X		1.4		1.5		DROP	1.5		2.1		DROP
130 B		X		X	1.0		2.0		1.5	1.2		2.0		1.6

KEY:

A=First semester of Project (group A)
B=Second semester of Project (group B)
C=Third semester of Project (group C)
d=dropped Project
h=Health problem
I=Indian
nc=Not complete
---Still in program; no information available

STUDENT IDENT.		SEX-RACE M	F	W	MN.	ACADEMIC G.P.A. PRE	A	B	C	POST	TOTAL G.P.A. PRE	A	B	C	POST
131	B(nc)		X	X		nc		1.4		2.0	nc		1.4		2.3
132	B		X	X		1.0		2.4		0.2	1.0		2.5		0.6
133	B	X			X	1.8		2.3		1.6	1.8		2.5		1.8
134	B		X		X	1.4		1.5		1.2	1.4		1.5		1.8
135	Bd		X	X		2.1				2.1	2.1				1.6
136	BCh	X			X	1.7		2.8	2.8	---	2.1		2.9	2.8	---
137	B		X	X		1.2		1.2		DROP	1.8		1.4		DROP
138	BC	X		X		0.8		1.4	1.2	---	0.8		1.5	1.4	---
139	BC	X			X	2.6		1.4	1.2	---	3.0		3.1	1.8	---
140	Bd	X		X		1.0				0.7	1.4				1.0
141	B		X		X	1.5		1.7		1.8	1.5		1.8		1.8
142	B		X	X		1.0		1.0		1.0	1.0		1.2		1.0
143	B		X	X		1.8		2.6		2.2	1.9		2.6		2.2
144	B		X	X		3.0		2.5		3.0	2.8		2.4		3.0
145	B	X		X		1.4		0.8		0.8	1.7		1.0		0.8
146	B	X		X		0.8		0.8		1.2	0.8		0.9		0.7
147	B		X	X		2.0		1.8		2.3	2.0		1.6		2.5
148	B		X	X		1.2		1.2		1.8	1.5		1.2		1.8
149	BC		X	X		1.8		0.6	1.6	---	1.8		1.2	1.6	---
150	Bd	X			X	1.6				1.2	2.0				1.4
151	Bd	X			X	1.3				0.6	1.3				0.7
152	Bd		X	X		nc				nc	nc				nc
153	B		X	X		1.8		2.6		1.5	1.8		2.5		1.5
154	B		X	X		1.5		1.5		1.7	2.4		2.5		2.0
155	BI	X			X	1.0		0.8		1.7	1.7		1.3		1.7
156	B		X		X	1.2		0.6		2.2	1.7		0.8		2.2
157	B	X			X	0.0		1.5		1.3	0.1		2.0		1.3
158	B	X		X		1.9		1.3		2.6	2.3		1.7		2.5
159	B		X	X		1.5		2.2		2.4	1.6		2.2		2.4
160	BC		X		X	1.6		1.6	2.6	---	1.6		1.8	2.5	---
161	Bd		X		X	0.8				1.0	1.0				1.5

PER CENT OF FAILING GRADES

STUDENT IDENT.	ACADEMIC PRE	A	B	C	POST	TOTAL PRE	A	B	C	POST
101 A	0	0			0	0	0			0
102ABCd	0	0	0		0	0	0	0		0
103 Ad	0				0	0				0
104 Ad	0				0	0				0
105 Ad	25				0	14				0
106 Ad	0				0	0				0
107 A	0	0			0	0	0			0
108 A	0	25			0	0	14			0
109 ABd	0	0			0	0	0			0
110 AB	0	42	42		0	0	30	30		0
111 A	0	0			0	0	0			0
112 Ad	0				0	0	0			0
113 A	0	0			0	0	0			0
114 A	0	0			0	0	0			0
115 A	0	0			0	20	0			0
116 BC	0		0	0	---	0		0	0	---
117 B	0		0		GRAD	0		0		GRAD
118 B	16		0		16	14		0		16
119 B	0		0		0	0		0		0
120 B	0		0		0	0		0		0
121 Bd	25				25	16				16
122 BC	0		0	0	---	0		0		---
123 B	42		80		100	42		55		100
124 BC	25		0	0	---	20		0		0
125B	0		0	0	---	0		0		---
126 Bd	25				25	16				16
127 BC	14		0	25	---	11		0		---
128 BC	0		0	0	---	0		0		---
129 B	0		25		DROP	0		16		DROP
130 B	0		0		0	0		0		0

KEY:

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C=Third semester of Project (group C)
d=dropped Project
h=Health problem
I=Indian
nc=not complete
---Still in program; no information available

STUDENT IDENT.		ACADEMIC PRE	A	B	C	POST	TOTAL PRE	A	B	C	POST
131	B(nc)	nc		0		0	nc		0		0
132	B	0		0		60	0		0		60
133	B			0		0	0		0		0
134	B	0		0		00	0		0		0
135	Bd	0				0	0				0
136	BCh	0		0	0	---	0		0	0	---
137	B	0		0		DROP	0		0		DROP
138	BC	20		0	0	---	20		0	0	---
139	BC	0		0	0	---	0		0	0	---
140	Bd	25				25	20				20
141	B	0		0		0	0		0		0
142	B	0		0		20	20		0		20
143	B	0		0		0	0		0		0
144	B	0		0		0	0		0		0
145	B	0		20		40	0		16		20
146	B	15		16		40	20		20		50
147	B	0		0		16	0		0		13
148	B	0		50		0	0		50		0
149	BC	0		40	16	---	0		28	16	---
150	Bd	0				0	0				0
151	Bd	16				33	13				25
152	Bd	nc		nc		nc	nc		nc		nc
153	B	0		0		0	0		0		0
154	B	0		0		0	0		0		0
155	BI	0		16		0	0		10		0
156	B	0		40		0	0		28		0
157	B	100		0		0	84		0		0
158	B	0		0		0	0		0		0
159	B	0		0		0	0		0		0
160	BC	0		0	0	---	0		0	0	---
161	Bd	20				0	16				0

STUDENT IDENT.		ABSENTEEISM PRE	A	B	C	POST	TARDIES PRE	A	B	C	POST
131	B(nc)	nc		4		2½	nc		1		0
132	B	1		3		0	1		0		0
133	B	0		0		11	0		0		2
134	B	0		4		11½	0		0		10
135	Bd	12				---	0				0
136	BCh	1		8	0	---	0		0	0	---
137	B	6		11		DROP	0		0		DROP
138	BC	0		½	½	---	0		0		---
139	BC	0		0	0	---	0		0	0	---
140	Bd	0		0		0	0				0
141	B	0		2½		15	0		0		2
142	B	2		13		2	2		9		2
143	B	0		0		4	0		0		0
144	B	0		0		0	0		0		0
145	B	7		2½		8	3		0		0
146	B	0		2½		1½	0		1		0
147	B	0		½		0	0		0		0
148	B	0		3½		4	0		1		0
149	BC	0		5½	5½	---	0		0	1	---
150	Bd	6				6	2		0		0
151	Bd	35½				36	1		0		0
152	Bd	nc				nc	nc				nc
153	B	8				11½	0		0		3
154	B	0		3		0	0		0		0
155	BI	0		1½		4	0		0		0
156	B	2		0		8	0		0		0
157	B	0		5½		6½	0		1		0
158	B	0		0		0	0		0		0
159	B	3½		6		4½	0		0		0
160	BC	0		0	6	---	0		1	0	---
161	Bd	4½				4	0		0		0

STUDENT IDENT.	JR. HIGH 7-9	SR. HIGH 10-12	X-CULTURE PLACEMENT	EYE-GLASSES
101 A	X		X	
102 ABCd		X		X
103 Ad		X		
104 Ad		X		
105 Ad	X			
106 Ad	X			
107 A		X		
108 A	X			
109 ABCd		X		
110 A	X			
111 A		X		
112 A	X			X
113 A	X			
114 A	X			
115 A	X			
116 BC		X		
117 B		X	X	
118 B		X	X	
119 B		X		
120 B		X		
121 Bd	X			
122 BC		X	X	
123 B	X			
124 BC	X	X		X
125 B	X			
126 Bd	X			
127 BC	X			
128 BC	X			
129 B		X		
130 B	X		X	

KEY:

A=First semester of Project (group A)
B=Second semester of Project (group B)
C=Third semester of Project (group C)
d=dropped Project
h=Health problem
I=Indian
nc=not complete
---Still in program; no information available

STUDENT IDENT.	JR. HIGH 7-9	SR. HIGH 10-12	X-CULTURE PLACEMENT	EYE-GLASSES
131 B(nc)	X			
132 B	X			X
133 B	X		X	
134 B	X		X	X
135 Bd	X			X
136 BCh	X			
137 B		X		
138 BC	X			
139 BC	X			
140 Bd	X			
141 B	X		X	
142 B	X			X
143 B	X			
144 B		X		
145 B	X			X
146 B	X			X
147 B	X			X
148 B		X		
149 BC	X			X
150 Bd	X			
151 Bd	X			
152 Bd(nc)				
153 B		X		
154 B		X		
155 BI	X		X	
156 B	X		X	X
157 B	X		X	X
158 B	X			
159 B		X		
160 BC		X		
161 Bd		X	X	